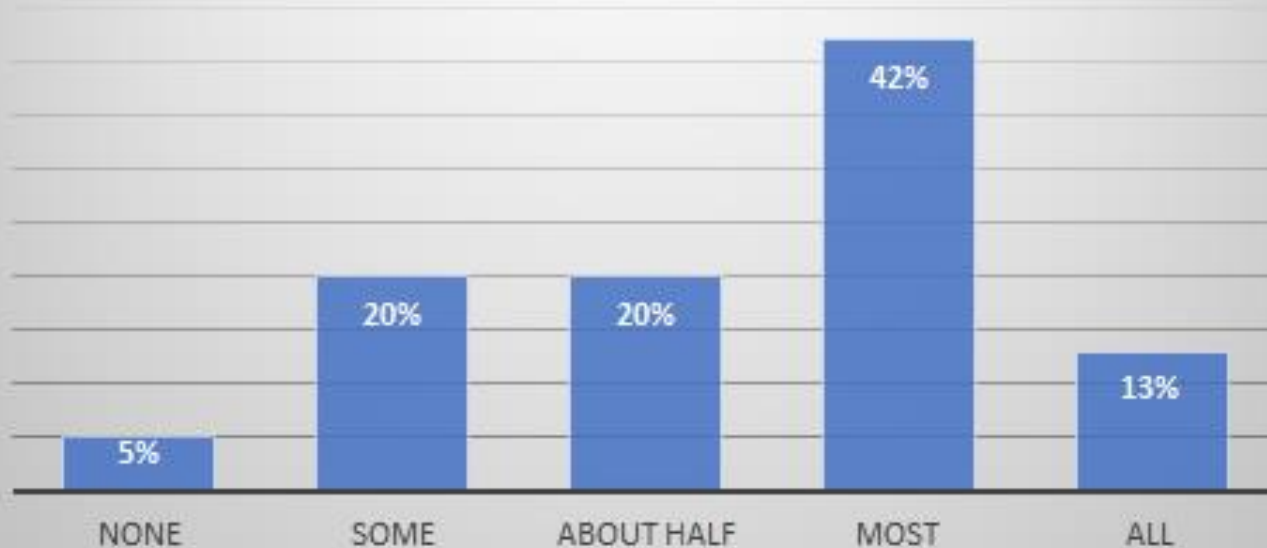


Undergraduate Student Needs and Experiences Survey

- Collaboration between the Office of Provost, the Division of Diversity, Equity and Educational Achievement and the Division of Student Affairs
- In the field October 27-November 10
- 5,328 students completed the survey

Response Rates	
All Students	17%
Female / Male students	20% / 14%
Minority students	13%
First generation students	17%
Pell grant recipients	18%

How Many of Your Fall Classes are Going Well



Question: Overall, how many of your courses are going well for you this semester?

In a class that is going well / not going well ... (5 point scale)	Going Well, Means	Not Going Well, Means
Course well organized?	4.28	2.94
Instructor provides clear expectations?	4.27	2.82
Instructor communicate regularly?	4.29	3.06
Assignments support your learning?	4.14	2.86
Ways to interact with peers?	3.36	2.48
Supported in tech used in courses?	4.00	2.95



Open-Ended Survey Questions about...

- Ways in which you might like to connect with the campus community
- Ways your disability accommodations could have been more effective
- Things instructors did to support your learning
- Ways courses can be improved for spring 2021
- Experiences with remote testing and quizzing

Co-Curricular Engagement

- Engagement Opportunities
 - Peer connection and community building opportunities
 - Student organizations
 - Clubs
 - Mental health and wellness activities
 - Internship and volunteer opportunities

*Connecting with others on campus is extremely difficult as it is on a large campus but with COVID it is even worse. I only connect with my close friends and no one else and I am not sure how there could be new groups that are still safe with the COVID issue. Somehow there needs to be a group that helps **decrease isolation and loneliness** because people, especially students who are dealing with the pressure of university courses, **need a community and relationships** to help them **cope with the stresses of their lives**.*

Co-Curricular Engagement

- Needs to raise awareness of engagement opportunities
 - Improve communication
 - Consider additional student outreach efforts

I don't feel we're missing anything. I just think that many people including myself don't know what's available in terms of study spaces, cafes, unions, health services, etc.

- Both face-to-face and remote engagement opportunities are needed

I am an active student here on campus in terms of student orgs and on campus employment. ... I've stopped attending student orgs that I would normally go to because it feels physically painful to sit and look at my screen like I'm in class for another hour a week.

Online Zoom sessions are so impersonal and are NOT an effective way to foster a supportive community and strong connections.

Until effective procedures are put into place AND enforced by UW staff, I will not risk my health to connect with the campus community. Using a virtual platform only reinforces the new normal.

Disability Accommodations

- Accommodation Requests and Needs

My issue is that I haven't always received my exam accommodations, even though I've asked my instructors and sent out my McBurney visa. It causes me more stress and anxiety.

I ... feel that there are new accommodations that should be made in light of the new mode of instruction.

- Instructor Support

- Better understanding of student needs and accommodations

... I think it would have been helpful to have the professors understand the added stress my disability adds to my life in terms of the pandemic and how everything is constantly changing. I did not feel as if most of them understood the difficulties I was facing, especially the class where we had an online proctoring service for exams.

- Flexibility

... [Accommodations] could be more effective for me, personally, by having more follow ups and conversations [with my instructors] about what is working and what is not working.

- Clear and reasonable expectations

Work with students to come up with clear guidelines of what is expected... I would have appreciated a conversation that was structured around suggested guidelines rather than the vague and unclear statements I received.

Instructor Support for Student Learning

Key Theme/sub-themes

Course Organization and Design

- Resources
- Clarity & Communication
- Schedule
- Structure
- Overarching Organization
- Assessment

Resources

*Creating a specific section in Canvas dedicated to **help resources** that is **well-organized** and allows me to choose from a variety of options to get questions answered.*

Given us many resources to work with and ways we can interact and get help from either them, TA's or classmates

Clarity & Communication

*Good, **routine office hours**, **reaching out to students personally**, using TopHat and Piazza (most named resources for support)*

Schedule

*Create an **accessible calendar with all the due dates of assignments, exams and homework**
This is absolutely crucial I believe for remote learning.*

***Structure Adapting their courses to fit the virtual learning space** has been really great. I appreciate the classes that have restructured to meet only when necessary and use that time well*

Assessments

*Creating **asynchronous lectures that cover content to help learning**. Making homework assignments/mini-quizzes have multiple attempts so you can do them until you feel like you have the material.*

Instructor Support for Student Learning

Key Theme/sub-themes

Empathy and Understanding

- Technology
- Understanding/patience
- Personalized Outreach
- Flexibility

Building Community & Engagement

- Group/Peer Support
- Community-like Structure within a course
- Variety of Activities for engagement

Understanding/patience

*Being understanding that there is a **learning curve** for online learning for us too **and everyone does it differently** Leniency and patience have made a real difference*

Flexibility

*Being understanding that this semester is hard for most people and **allowing longer deadlines than normal** really helps.*

Group Peer Support

***Small break out rooms are nice in zoom call discussions because then I get to interact with other students** and feel more comfortable voicing a misunderstanding.*

Community-like structure within a course

*Make asynchronous remote classes connected by separating **the large class into permanent small groups of 6-7 people that do collaborative activities** together each Professor builds community*

Instructor Support for Student Learning

Key Theme/sub-themes

Virtual and Supportive

*Made themselves available via office hours, **provided extra learning recordings, responded quickly** to emails, etc.*

Office Hours and Meetings

- Extended and more available
- Virtual and supportive
- Proactive Outreach

Proactive Outreach

*Some of my professors have been great about **meeting synchronously or at least checking in individually to see how their students are actually doing, not just in the class, but overall during this time.** This is extremely helpful because it shows that they actually care if you are doing well or not.*

Flexibility and Support

- Expectations/deadlines
- Extensions deadlines

Extensions/Changes

*Instructors are flexible with and sensitive to changing conditions. **They ask how they can do things better as they understand that they're learning as well. They come up with alternative teaching methods as the semester progresses.***

Suggestions to Improve Courses for Spring 2021

Recorded Synchronous Delivery

*Require all professors to have **SYNCHRONOUS classes with an asynchronous option** for students who cannot make the original class time. I have 4 asynchronous classes and 1 synchronous and the one class I'm doing well in is the synchronous class.*

Technology

***Pick one format** of online lecture and discussion meetings and stick with that. BBCollaborate is already on canvas...*

Structures/Clear Expectations/Organization

***MAKE A STANDARD FORMAT FOR CANVAS** - it is EXHAUSTING trying to figure out where a professor puts their syllabus and then all the assignments being spread out and scattered in random places makes it more difficult than it needs to be to get work done*

Clear Communication

*It is soooo helpful when instructors send out a **weekly checklist with everything that's due**. Yes its students job to stay on top of things but learning about assignments simply because there is a due date for them on canvas is overwhelming and unclear*

Workload

*Professors need to stop expecting **3xs the coursework this semester** than in previous semesters. I am a senior (it's my 7th semester on campus). I have literally never been busier, and I am only taking 12 credits this semester (I normally take 16-17). One of my classes gives us 4 hours of recorded lecture videos, about 2 hours of outside videos / materials to look at, 3-4 textbook chapters, a discussion post, a homework assignment, and two quizzes weekly*

Remote Testing and Quizzing

Key Theme/sub-themes

Honorlock

- Privacy
- Race and Bias (2)
- Anxiety and Stress
- Additional Cost
- Technology and Broadband

Privacy

*Honorlock is confusing to use and I have concerns **about privacy and data security** while using this third-party company.*

Race and Bias

*Honorlock is terrible and sometimes **my face doesn't get recognized due to my darker skin tone***

Anxiety and Stress

A few professors decide to use Honorlock and I understand they don't want us to cheat, but seeing my camera on and recording everything I'm doing does make me a little anxious and paranoid since it feels like I'm being watched.

Additional Cost

Requiring access to a printer for quizzes and tests is unattainable for many students

Technology and Broadband

It is really hard to take quizzes and tests with unreliable wifi.

Remote Testing and Quizzing

Key Theme/sub-themes

Frequent Low-Stakes Exams

*Remote testing works VERY well for me. **Testing is not a strong suit for me, so having the time to really work through problems has really helped me improve my test taking skills.***

Open-Note Exams

*open note quizzes are **far better tests of material understanding**, either by requiring knowledge of the subject to complete it in a short period of time, or a more advanced understanding to complete harder problems given a longer time frame to do it.*

Increased Difficulty/Workload *I found that professor are trying so hard to make unique questions so we can't use internet/cheat, but these questions are often confusing and not directly asking us about what have been taught*

Cheating

It kills me that Chegg sets the curves that every honest student has to compete with this year.

Overall Test Design

- Optimized Customization
- Frequent Low-Stakes Exams
- Open-Note Exams
- Exam Windows/Time Limits
- Increased Difficulty/Workload

Remote Testing Concerns

- Access to Quiet Space
- Lack of Accommodations Support
- Cheating

Survey Report - <https://go.wisc.edu/avtyi9>

Thank you for listening!

Questions?

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